

R E P O R T R E S U M E S

ED 011 224

RE 000 032

A SUPPLEMENT TO THE INVENTORY OF PROJECTS AND ACTIVITIES IN
READING AND ENGLISH.

BY- HAYES, ALFRED S. BABYLON, SALLY

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE JUL 66

EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

DESCRIPTORS- *INSTRUCTIONAL IMPROVEMENT, *READING RESEARCH,
AUDIOVISUAL AIDS, *CURRICULUM RESEARCH, ENRICHMENT PROGRAMS,
*LANGUAGE ARTS, INSERVICE TEACHER EDUCATION, *REMEDIAL
READING, COLLEGE PROGRAMS, MATERIAL DEVELOPMENT, LINGUISTICS,
SURVEYS, ENGLISH, GRADE 1, GRADE 2, GRADE 3, GRADE 4, GRADE
5, GRADE 6, GRADE 7, GRADE 8, GRADE 9, GRADE 10, GRADE 11,
GRADE 12, DISTRICT OF COLUMBIA

A SUPPLEMENT TO THE INVENTORY OF PROJECTS AND ACTIVITIES
IN READING AND ENGLISH PUBLISHED IN FEBRUARY 1966 IS
PRESENTED. A NEW TOPICAL INDEX WAS ADDED WHICH SHOULD
INCREASE THE USEFULNESS OF THE SUPPLEMENT. PROGRAMS,
PROJECTS, AND ACTIVITIES DESIGNED TO EVALUATE AND TO IMPROVE
THE TEACHING OF READING AND ENGLISH IN SCHOOLS AND COLLEGES
ARE DESCRIBED BRIEFLY. THE DESCRIPTIONS OF PROGRAMS ARE
ARRANGED BY STATE AND BY LEVEL OF INSTRUCTION. THE NAMES AND
AFFILIATIONS OF RESPONSIBLE PERSONNEL ARE CLEARLY INDICATED.
THE INVENTORY INCLUDES INFORMATION ON THE FOLLOWING TYPES OF
ACTIVITIES--(1) ACTION PROGRAMS TO EXPLOIT ADVANCES IN
LINGUISTIC SCIENCES AND RELATED FIELDS, (2) PROJECTS AND
ACTIVITIES TO EXPLORE WAYS OF HANDLING THE SPECIAL LANGUAGE
PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3)
SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE
ARTS AND ENGLISH CURRICULUMS WITH A VIEW TO MODIFICATION OR
REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS
AND/OR TESTS, (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS, AND
(7) SCHOLARLY RESEARCH DIRECTLY RELATED TO ANY OF THE ABOVE.
THE PROJECTS INCLUDED WERE NOT COMPLETED PRIOR TO AUGUST
1965. (RH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

CENTER FOR APPLIED LINGUISTICS 1717 MASSACHUSETTS AVENUE, N.W. WASHINGTON, D.C.

A SUPPLEMENT

TO THE INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH

July 1966

RE 000 032

ED011224

Supplement to the Inventory of Projects and Activities in Reading and English

PREFACE

In late 1965 the Education and Research Program of the Center for Applied Linguistics began assembling an Inventory of Projects and Activities in Reading and English. The initial Inventory, published in February 1966, was a first attempt at informing interested teachers, administrators, and scholars of the many new programs, projects, and activities working toward improvement of instruction in these fields. This first issue was inevitably fragmentary, indeed often not representative of the efforts of certain states. Increasing coverage is reflected in the July Supplement, which, like the February issue, presents current activities of the following rough and overlapping types: (1) action programs seeking to exploit advances in linguistic science and related fields; (2) projects and activities seeking to explore ways of handling the special language problems of speakers of non-standard varieties of English; (3) school-based comparative experiments; (4) studies of Language Arts and English curricula with a view to modification or revision; (6) projects to exploit audio-visual aids; (7) scholarly research directly related to any of the above. Projects included had not been completed prior to January 1966. Any opinions or preferences implicit in the wording of the individual project descriptions are those of the investigators.

Descriptions of programs, projects, and activities are arranged by state and by level of instruction, with names and affiliations of responsible personnel indicated.

Your attention is called to a new topical index which should greatly increase the usefulness of the Supplement. A similar index has now been made for the original Inventory and is included as a separate sheet. The enclosed information sheet should be used to supply new or additional information. Besides information concerning your own work, we urge you to alert us to projects and activities which we seem to have missed, so that we can get in touch with the responsible investigators directly.

Teachers and scholars engaged in the kind of work reported by the Inventory are busy people. Some of you may from time to time receive other requests for the same kind of information. The Center for Applied Linguistics is anxious to lighten this burden as much as possible. Feel free to send copies of statements you have prepared for use to any responsible agency, institution or organization requesting them. In turn, CAL will direct its efforts toward cooperation with all such information gathering and disseminating projects* in the hope that the responsibility for an Inventory of Projects and Activities in Reading and English will ultimately be placed in the hands of whatever organization or institution can continue to give it the priority it deserves. In the meantime, we will do our best to increase the usefulness of the Inventory by striving to make it as complete as possible. For example, discussions are in progress whereby contributors may receive CAL Inventory Information Sheets through channels made available by the National Council of Teachers of English. We ask your indulgence if you should then happen to receive duplicate CAL requests.

Alfred S. Hayes

Sally Babylon

EDUCATION AND RESEARCH PROGRAM

* A special case is the recent Inventory of Projects and Experimental Programs in English (K-12), compiled by the National Association of Teacher of English. This important undertaking was conceived as a single survey, a part of the NCTE's periodic sampling of school programs which it uses to assess and shape its professional activities. It is not know at this time whether or not a formal report will be prepared for general distribution.

ARIZONA - ARKANSAS

ARIZONA

Secondary

01. A humanities program.

Pueblo High School, Tucson. 3500 South Twelfth Ave. Marjorie Benson.
Local support. 1964-1966.

This is a junior English-American History block scheduled program in which six teachers (three English and three social studies) are teamed to teach a course in which the development of American civilization is emphasized.

Adult education

02. Determination of the effect of the basic adult education system upon the reading achievement of illiterate and functionally illiterate adults.

Arizona State University, Tempe. College of Education, Box 36.
Paul M. Hollingsworth. Support ? Current, winter 1966.

A purpose of this study is to determine whether a two-hour daily session for illiterate and functionally illiterate adults using the Basic Adult Education System in reading will have an effect upon the reading achievement after a period of 38 weeks of instruction. The effectiveness will be determined for the program, low intelligence and high intelligence, and male and female achievements will be compared.

ARKANSAS

Secondary

03. Annual Arkansas council of teachers of English workshop: syntax, transformational grammar.

Arkansas Council of Teachers of English. L. Mansur (Lake View High School, Lake Village), L.C. Leach (State Dept. of Education, Little Rock). No formal support. Current, spring 1966.

This was the first of five workshops emphasizing some aspect of language -- morphology, phonology, etc.

ARKANSAS

Secondary

04. An in-service program in linguistics.

Little Rock Public Schools, Little Rock. Josephine Feiock, L.C. Leach (State Dept. of Education, Little Rock). Local support. Recently completed.

This in-service program involved 123 teachers. Source materials used were a text by Owen Thomas, Transformational Grammar and the Teacher of English and two series of films, the University of Buffalo Language and Linguistics Series featuring Henry Lee Smith, Jr. and the McGraw-Hill Transformational Grammar Series featuring Wayne O'Neil. Teachers have also been preparing units for grades k-12.

CALIFORNIA

Elementary

05. Subreport: project TEACH (teacher education to advance the culturally handicapped).

California State College, Los Angeles. 5151 State College Ave. Rexford Bolling, Lyle Hanna. HEW Commission on Juvenile Delinquency support.

In this sub-section, which was part of the elementary phase, teachers were given information, techniques, and materials which enabled them more fully to: (1) cope with the background of the culturally deprived, (2) develop both direct and vicarious experiential background in the students, and (3) develop materials to use in sharpening poly-sensorial reading ability. The preliminary report will be completed this summer.

06. A comparative study of two first grade language arts programs.

San Diego County Department of Education, San Diego. 6401 Linda Vista Rd. William Kendrick. USOE support. June 1964-Feb. 1966.

The study was designed to determine the relative effectiveness of the language experience approach to the teaching of the language arts as compared with the traditional approach. To accomplish this, four areas of the language arts were separately measured -- namely, reading, writing, listening, and speaking. In addition, an index of development in reading interest was taken and pupil attitude toward reading determined.

CALIFORNIAElementary

07. The effect of four programs of reading instruction with varying emphasis on the regularity of grapheme-phoneme correspondence and the relation of language structure to meaning on achievement in first grade reading.

University of California, Berkeley. 4653 Tolman Hall. Robert Ruddell. USOE support. Aug. 1964-Jan. 1967.

The primary objective of this study has been to investigate the effect on word recognition and reading comprehension of published and specially prepared reading programs varying in (a) the degree of regularity of grapheme-phoneme correspondence programmed into the vocabulary presented and (b) the emphasis on language structure as related to meaning. The secondary consideration of the investigation has encompassed a study of the relationship of selected language variables of first grade children to their reading achievement in the reading programs. The language variables consisted of specific aspects of the children's morphological and syntactical language systems.

08. Improving the thinking processes of elementary school children in communication.

University of California, Santa Barbara. School of Education. Sara Lundsteen. Charles F. Kettering Foundation support. June 1966-Jan. 1968.

This study is designed for breadth, depth, and practical application to basic structure in the language arts curriculum area. The general purposes of this study are: (1) to refine and use a training program including new materials and teaching strategies to focus on the creative problem-solving process in literary and communicative skills; (2) to evaluate the effects of the use of this program on pupils; and (3) from demonstration centers which the study would develop, to disseminate the viable ideas and materials to teachers across the country.

Elementary and Secondary

09. A regional laboratory for educational research and development.

Southwest Regional Laboratory for Educational Research and Development, Santa Monica. 2500 Colorado Ave. Richard Schutz. USOE support. Current, spring 1966.

This laboratory sponsored by schools and institutions of higher learning both public and private in Arizona, Nevada, and California, by using a self-correctional systems approach, will attempt to create and produce materials related to reading and linguistics.

CALIFORNIA

Secondary

10. Linguistics workshop for junior high school teachers.

Palo Alto Unified School District, Palo Alto. Cubberly High School, 4000 Middlefield Rd. Sylvia Johnson. Local support. Current, spring 1966.

The purpose of the workshop is to introduce linguistics to more teachers and to evaluate effectiveness of materials developed for junior high school level. A collection of materials developed for the workshop is entitled Behavioral Objectives in English Language and Composition.

COLORADO

Elementary

11. Content analysis and children's responses to first grade readers in the United States and foreign countries.

University of Colorado Medical Center, Denver. Dept. of Psychiatry. Gaston Blom, Richard Waite. USOE support. Sept. 1962--.

The rationale for the research is based on: (1) that kinds of materials used in introducing children to reading have an influence on their interest in reading and (2) that attitudes and values are conveyed in the content of stories. The research consists of: (1) content analyses of stories in basal readers and (2) responses of first grade children to these stories. The content analyses make use of dimensions such as reading level, story themes, several attributes of characters in the stories, ethnic composition of the characters in the stories and environmental setting of the story. The data for the dimensions are coded and analyzed in terms of frequency distribution and of interactions among dimensions.

CONNECTICUT

Preschool, elementary, and secondary

12. Urban education studies.

New Haven Public Schools, New Haven. 200 Orange St. Elizabeth Wright. USOE, state, and local support. Current, spring 1966.

Started as a pilot study funded by the Ford Foundation, this project has been extended, and its developed materials have been adapted for use in six metropolitan areas. These materials are large albums of

CONNECTICUT

photographs, which have as their purpose that of being an aid in the study, development, and extension of students' language and thought development. Teachers use them for discussion, thematic apperception, recording and using students' own language, and utilizing and planning real and vicarious experiences. A publication, Urban Education Studies published by the John Day Co., describes the project's aspects.

Elementary

13. Preventing reading failure in the primary grades.

Fairfield Elementary School, Ridgefield and New Fairfield Elementary School, New Fairfield. Robert McDonald, C.J. Maginley, William McMahon. Local support. Sept. 1965-June 1969.

The purpose of this study is to test the premise that (1) a deductive method, if thoroughly taught, will prevent reading failure among slow learners, and that (2) average and bright children will learn as they always have (in spite of the method), but with more thorough mastery of basic skills. The program being used is the ABC Dictation Skills Program. This program was designed by the publisher to prevent reading failure among slow learners but is being used with heterogeneous classes to test the premise stated above. Achievement of experimental classes will be compared with achievement of traditional classes.

14. Ungraded primary-homogeniously grouped classes based on reading ability.

Hartford Public Schools, Hartford. Fred D. Wish School, 350 Barbour St. Charlotte Sharp, Alvin Wood. Local support. Current, spring 1966.

The program is designed to help children from very low-economic backgrounds reach their maximum potential reading ability. Every lesson feasible is taught as a reading lesson first. Oral language activities in kindergarten are stressed and materials are used to help children develop the necessary concepts on which reading is based.

15. A language-experience approach for non-standard speakers of English.

Norwalk Public Schools, Norwalk. 105 Main St. Janet Sprout, Barbara Bramlett. State and local support. Current, spring 1966.

The title above roughly describes the projects in which the Norwalk school system is engaged. A pre-reading program is heavily oriented to the development of good speech patterns for all children. Under a state grant a teacher is working with non-English speaking pupils

CONNECTICUT

along with non-verbal Negro children in a pre-first grade. All of the children in this group are being taught to speak English through a course of study utilizing the audio-lingual approach to instruction. Children, beginning in kindergarten and early first grade are encouraged to put their ideas in writing beginning with "scribble stories" followed by phonetic writing through accurate spelling when they are ready (about third grade).

Secondary

16. A survey of effective teaching practices in the field of English.

University of Connecticut, Storrs. School of Education. Arthur Daigon. State support. Jan. 1966-Dec. 1966.

Members of the staff of the School of Education are conducting a survey of effective classroom practices in the field of English and are canvassing some 400 of the 100,000 who teach English in American secondary schools. They are asking for brief accounts of practices that other teachers could adapt to their particular classroom circumstances. These accounts can cover any phase of the English curriculum; however, special interest is directed toward practices with non-academic or low-ability students.

17. A study to identify the content of linguistically based grammar instruction of a junior high school.

Westport Public Schools, Westport. Ruby M. Kelley. USOE and local support. Current, spring 1966.

The Westport project has had as its principal purpose that of collecting a significant body of information about the language structures used by junior high school students and to make this material available to any school system which seeks to identify the content of a linguistically based grammar program.

DELAWAREElementary

18. A comparative study of language arts and basic reader approach to reading instruction in grades 1-3.

University of Delaware, Newark. Reading Study Center. Russell Stauffer. USOE support. 1964-1967.

This is a longitudinal study using the language arts or language experience approach to reading instruction. Extensive use is made of dictated experience stories, phonic and structural skills based

DELAWARE

on the pupils functional oral vocabulary, creative writing, and individualized reading. Group instruction is allotted one-third of the time once the children can read at or beyond a so-called first reader level.

Secondary

19. Preparation of a state English language arts curriculum supplement.

State Department of Public Instruction, Dover. State House Annex. Gary L. Houpt, Daniel Casey (Univ. of Delaware, Newark). State support. First phase Feb. 1965-Aug. 1966.

The Curriculum Supplement being prepared by the Delaware Department of Public Instruction offers the teacher an introduction to unity in the English program. It explains how unity can be achieved and presents four specific units. The four units, three of which are being field tested throughout the State, have been cleared for copyright and are being processed for distribution. One of the units entitled "Language Study" is a low level introduction to linguistics. Designed for group work, the unit utilizes a classroom library of twenty basic volumes dealing with dialect geography, semantics, levels of usage, lexicography, and American slang. Another unit, "The History of English Language", offers a modular example of the development of English. Using Australian English prepared with the aid of W.H. Ramson, Univ. of Canberra) the students are given examples of language mutations and asked to make generalizations about the reasons for the changes. Of the other two units, one is concerned with contemporary poetry, the other with journalism.

DISTRICT OF COLUMBIAElementary

20. A language arts program for culturally disadvantaged children.

District of Columbia, Washington. 3rd St., N.W., Administration Annex #8. Louis Kornhauser. Local and USOE support. Current, spring 1966.

The language arts program is available in 19 elementary schools, grades K-3, employing specially trained resident language arts teachers. This program is designed to develop oral and written language facility and comprehension. Emphasis is placed upon building an enriched vocabulary, conceptual background and appreciation for the literary and cultural heritage of the children involved. The program stresses the use of appropriate languages through the use of second language techniques. Field trips and other cultural experiences and activities including plays, concerts

DISTRICT OF COLUMBIA

and selected movies are a part of the enrichment program. Related instructional materials and techniques as well as a curriculum resource bulletin are developed by the language arts teachers.

Elementary and secondary

21. An educational resources center.

District of Columbia Public Schools, Washington. 1730 R St., N.W. Charlotte Brooks. USOE support. Jan. 1966--.

Besides the English Communications Laboratory (described in the February Inventory) the Center will include: a professional curriculum library, a curriculum center, a collection of instructional materials, and a curriculum research laboratory.

22. Evaluation of new instructional materials: A Programmed Approach to Writing by Edward Gordon, Building Language Power by Frank C. Laubach and William Wolf, English Composition Series by John Treanor, Modern English Sentence Structure by Syrell Rogovin and Writing by Patterns by Carl Lefevre, Programmed English Skills by NIH Associates, Reading Laboratory Series by Science Research Associates, and The Uses of Language by Neil Postman.

District of Columbia Public Schools, Washington. 1730 R St., N.W. Charlotte Brooks, Norman Nickens, Dorothy Johnson. Commercial, OEO or local support. Current, spring 1966.

- A. A Programmed Approach to Writing: This investigation into the feasibility of the use of programmed materials published by Ginn & Company for the teaching of written composition in grades 7 and 8 is a part of a total effort to improve the quality of written work in the secondary schools. Three 7th grade classes and two 8th grade classes are used.
- B. Building Language Power: This text was developed by Laubach Literacy, Inc. for use with illiterate adults for purposes of teaching basic skills in language. It is being tried in 6 junior high schools with selected groups whose efficiency in language does not exceed that of grade 2. The median age for the group is 15 years 9 months. A complete testing program is a part of the experiment involving seven teachers and 70 pupils.
- C. English Composition Series: This project instituted by the Superintendent of Schools with the cooperation of the Asst. Superintendent in charge of elementary schools, was begun in one elementary school. The services of the author were secured for in-service and periodic training of all teachers of grades 4-6 in the school. The project is designed to test the efficacy of teaching composition skills in the intermediate grades by the Treanor Method. The project has now been expanded to 35 elementary schools.

DISTRICT OF COLUMBIA

- D. Modern English Sentence Structure and Writing by Patterns: This research is located in four senior high schools with four experienced teachers and approximately 140 eleventh and twelfth grade students in the college preparatory track.
- E. Programmed English Skills: The project investigates the feasibility of the use of programmed texts published by D.C. Heath & Company for aid in the development of certain skills in English mechanics. Three teachers and 90 eighth graders in three junior high schools are involved.
- F. Reading Laboratory Series: A total school SRA reading project has been instituted in one elementary school and one junior high school involving all teachers of the English language arts and 11 pupils. A complete testing program is a part of the project with scoring and interpretive services provided. Evaluation of this and other projects will be done in June.
- G. The Uses of Language: The project continues, involving the second book of the series, testing the material of Holt, Rinehart & Winston, Inc. and the inductive method. Five teachers and 170 pupils in five junior high schools are part of the project. Standard tests and subjective media will be used in evaluation.

Secondary

23. Enriched summer school program in English.

District of Columbia Public Schools, Washington. 13 & K Sts., N.W. Charlotte Brooks. USOE support. June 1966-Aug. 1966.

Enrichment courses will be added to the summer school program for a selected group of pupils in grades 7-12. Care has been given to the selection of teachers especially qualified in each area. The program is located in 3 senior high schools and 3 junior high schools, involving 15 teachers.

24. The Cardozo project in urban teaching (in English).

District of Columbia Public Schools, Washington. Cardozo High School, 13th & Clifton Sts., N.W. Larry Cuban. OEO support. Sept. 1965-Sept. 1966.

The purpose of this project is to train teachers for inner-city schools. Recruitment has included not only Peace Corps Volunteers, but also college graduates, civil rights workers, and women with children in school. Basically, the program concentrates on classroom teaching. Under the close supervision of curriculum specialists who also teach, each intern teaches two classes in the junior and

DISTRICT OF COLUMBIA

senior high school or a half-day at the elementary level. The English team at Cardozo has a specialist, one affiliate (a regular faculty member) and five interns. In curriculum materials seminars, the interns develop units of work, which after local trial, are disseminated nationally for use by teachers of the disadvantaged.

25. A study to improve the reading potential of junior high school dropouts.

Laubach Literacy, Inc., Washington. R.W. Cortright. Laubach Literacy, Inc. support. Current, spring 1966.

This project, being done in cooperation with the District of Columbia Public Schools, has as its objective that of determining the effectiveness of a programmed teaching approach in motivating potential junior high school boys to improve their reading skills. Standardized reading tests are being used as well as the diagnostic reading tests by Trigg and the new adult diagnostic reading test by Johnson and Cortright. In addition the attitudes of the junior high school teachers are being investigated.

26. Teacher Corps for the inner-city schools.

Trinity College and District of Columbia Public Schools. Rowland Goddu (Trinity College). USOE support. Summer 1966-1967.

Trinity College will train 25 interns this summer to teach English in Washington's inner-city schools. The course will prepare the interns to teach on a half-time basis, starting in September 1966. The summer curriculum will include English content and methods for inner-city areas, together with some practical experience in teaching. In the fall, interns will be assigned to five experienced teachers familiar with the schools and neighborhoods.

College

27. Case studies of students in a college reading program.

Howard University, Washington. Dept. of English. Lettie Austin. No formal support. Current, spring 1966.

This study contains data gathered on typical and atypical students who are enrolled in remedial and developmental reading courses in the College of Liberal Arts. Analyses of the data and interpretations in the light of psychological, social and academic factors should add to the objective information that is needed for future research in English and for the preparation of language materials at the college level.

DISTRICT OF COLUMBIA

28. Evaluation of a college reading program.

Howard University, Washington. Dept. of English. Lettie Austin.
No formal support. Current, spring 1966.

This project is an evaluation of a college reading program that has been operating for eight years. It includes an analysis of students' performance on standardized reading tests, appraisals by students and teachers, and instructional materials designed for reading improvement.

29. Personality factors and reading ability.

Howard University, Washington. Dept. of English. Lettie Austin.
No formal support. Current, spring 1966.

The objective of this study is to determine whether there is a relationship between personality factors and reading ability. If such a relationship exists, further investigations will seek to identify the personality variables and their role in the reading process.

Adult education

30. Laubach diagnostic survey for beginning adult readers.

Laubach Literacy, Inc., Washington. 2000 P St., N.W. Richard Cortright. Laubach Literacy, Inc. support. Current, spring 1966.

Data is currently being collected for assessing reliability and validity of the Diagnostic Survey, intended for adults at initial levels of literacy. The Survey consists of 10 subtests, with an emphasis on perceptual factors assumed to be involved in basic reading skills.

FLORIDASecondary

31. Developing and testing three sequential English curriculum for grades 7, 8, and 9.

Florida State University, Tallahassee. Curriculum Study Center in English, Building 218. Dwight Burton. USOE and state support. 1963-1967.

The purposes of the programs have been to develop sound sequence, content, and methodology for the English program in the junior high school. The three curriculums are being developed and tested in six junior high schools in Florida.

FLORIDA

32. A corrective-developmental reading and mathematics program for the academically deprived at the secondary level.

Marshall High School, Plant City. E.L. Bing, Hattie Teddleton, Ethel Floyd. Local support. Current, spring 1966.

At present the program is experimenting with two period reading blocks for all 7th graders and two sections of slower 8th graders. In this two period block, reading skills are taught; workbook activities are conducted; and SRA Reading Laboratory experiences are provided. Students participating in the program were given a standardized reading test last May and will be retested this May.

33. Basic skills laboratory.

Miami Jackson Junior-Senior High School, Miami. 1751 N.W. 36th St. Donald Burroughs. USOE, state, and local support. 1957-68.

The Basic Skills Laboratory is a concentrated program designed to improve the basic skills (reading, writing, speaking, listening, ciphering) of students unable to perform successfully in the regular academic program.

GEORGIACollege

34. Semantic differentiation and personality variables in determining meaning of select reading events.

University of Georgia, Athens. Dept. of Educational Psychology. Albert Kingston, William White. State support. Dec. 1965-Sept. 1966.

From a sample of 110 undergraduates in educational psychology, measures were obtained on the Semantic Differential, Davis Reading Test, The Sixteen Personality Factor Questionnaire and the Comprehension Reading Test. The purpose was to investigate psychological meaning of controlled content as a function of personality behavior and self-perception.

ILLINOISElementary

35. An analysis of phoneme-grapheme correspondences in American-English monosyllabic words.

University of Chicago, Chicago. Graduate School of Education. Richard Hodges. USOE support. Current, spring 1966.

ILLINOIS

This study is an extension of the project entitled "Phoneme-Grapheme Correspondence as Cues to Spelling Improvement" in which sound-to-letter relationships in 17,310 words were analyzed for possibly productive algorithms in spelling correctly American English words. The present study has extracted from the total corpus all the monosyllabic words used by American-English speakers and writers, exclusive of technical and scientific terms, in order to determine the consistency of phoneme-grapheme relationships in these words. This study is primarily a linguistic analysis of the factors described. Results of this study may suggest possible re-ordering of the spelling principles presented in beginning spelling programs.

36. A longitudinal study of the oculo-motor behavior of children.

University of Chicago. Laboratory School. H. Alan Robinson, Stanford E. Taylor (Educational Developmental Laboratories, Inc.), Miles Tinker (Univ. of Minnesota). Educational Developmental Laboratories, Inc. support. Current, spring 1966.

The purpose of this study is to investigate the oculo-motor behavior of each child in reading as it develops from the earliest stages of reading through the primary grades and into the intermediate grades. Hypothesis to be tested: Oculo-motor efficiency, as revealed through eye movement photography, can be used as a basis for anticipating relative success or failure of individual children to learn to read. Analyses to be made include variance, T-test, and correlation. An experimental test entitled The Oculo-Motor Pre-Reading Performance Test has been devised for use in the study.

Elementary and secondary

37. A testing program for lessons developed for grades 4, 7, 8, and 9.

Northwestern University, Evanston. Curriculum Center in English, 1809 Chicago Ave. Wallace Douglas, Stephen N. Judy. USOE and state support. 1962-1967.

Oak Park and Nichols Junior High Schools are testing lessons for the seventh and eighth grades which emphasize the basic process of composition. The Shepard Elementary School and others in that area are testing fourth grade lessons for inner-city pupils. The Taft High School is testing high school lessons which concentrate on the writer's relationship to his material with journalistic prose models used as a basis for study.

38. A non-grade level program as used in a socially disadvantaged area.

Saint Clara School, Chicago. 6423 S. Woodlawn Ave. M. Laverna, OSF. No formal support. Current, spring 1966.

ILLINOIS

This non-grade level program was first begun for the junior high level. It is now being extended down to include what is thought of as 4th grade. The primary grades are working on a type of continuous program with the first and second grades using the SRA readers.

Secondary

39. A reading program.

Marshall High School, Chicago. 3250 W. Adams St. Joann Woods.
Local support. Current, spring 1966.

Marshall High School has established a reading program designed to meet the needs of its particular students. The program is divided into three facets: the remedial phase, the tutorial phase, and the advanced reading phase. At present, eight teachers and 480 students are involved. The latest innovation is that of a Reading Laboratory. It has been established to increase the reading comprehension and speed of those students who are in essential, regular and honors classes. The laboratory is presently equipped with ten "L" stations and ten Controlled Reader Juniors.

40. Instruction of high school students in reading for different purposes.

University of Chicago, Chicago. Dept. of Education. Helen K. Smith.
USOE support. Sept. 1962-Mar. 1966.

The major purpose of this study was to determine the effectiveness of direct, planned instruction in reading for high school students who did not show on tests that they adjusted their reading to different purposes. Students under controlled conditions were given direct and systematic instruction in reading for twelve different purposes. Two forms of a test and a reading inventory were developed and utilized to determine the competence of and the procedures of high school students in reading for different purposes. Instructional materials were prepared by the research team and used in English classes rather than in special classes in reading. Teachers untrained in reading methods rather than reading specialists conducted the instruction.

41. A state-wide curriculum study center for preparation of secondary school English teachers.

University of Illinois, Urbana. Illinois Study Center. J.N. Hook, William Evans, Paul Jacobs. USOE and state support. 1964-1969.

The Illinois State-side Curriculum Study Center for the Preparation of Secondary School Teachers is a cooperative effort on the part of approximately 20 Illinois colleges and universities to effect improvements in their diverse programs for preparing teachers of secondary English. Below are brief descriptions of some of the many ISCPET studies.

ILLINOIS

Aurora College, Aurora. Ethel Tapper, Roy Crews.

- A. A study of a special two-semester internship program involving prospective secondary English teachers as assistants in the teaching of college freshman English classes.

Bradley University, Peoria. W.F. Elwood, William Gillis.

- B. A study to determine the validity of a minimal composition program for students entering a career of English teaching if the students study composition at the optimum time.
- C. A study to determine which of three or which three courses in the methodology of teaching English is most effective. (The three courses involved in this study are: (1) a one-credit English methods course taught in conjunction with a three hour general methods course, (2) a senior internship involving the assignment of students to experienced university teachers of composition, and (3) an advanced course in the teaching of composition.
- D. A fact-finding survey of the present status of the teaching of English in grades 10, 11, and 12 of Illinois schools. The questionnaire used sought to gather information in general about English teachers, their attitudes toward the teaching of English (e.g. linguistics), the curricula in their schools, and their preparation for their tasks. This information was to help colleges and universities in the revision of their programs in the preparation of secondary English teachers. The final report of the study has been prepared.

De Paul University, Chicago, and Greenville College, Greenville.
Margaret Neville, Alfred Papillon, and Donald Pennington, I.D. Baker.

- E. A study involving development, teaching, and evaluation of the results of a course in advanced English composition, designed especially for prospective teachers of secondary English. The course emphasizes new insights into the role of grammar, linguistics, semantics, and logic in composition. Loyola University is providing control subjects for the study.

Illinois Institute of Technology, Chicago. 3300 S. Federal. Henry Knepler, A.L. Davis.

- F. A study to prepare materials (syllabus, bibliography, and illustrative tape recordings) for a course in social problems in the English language.

Illinois State University, Normal. Victor Gimmestad, John Heissler.

- G. A fact-finding survey of the teaching of English in grades 7, 8, and 9 of Illinois schools. (When the results of this study are in,

ILLINOIS

Illinois State probably will design and evaluate a program especially for prospective teachers of junior high English.)

Illinois Wesleyan University, Bloomington. Justus Pearson, Clifford Pfeltz.

- H. A study involving examination and evaluation of traditional and contemporary English grammars, being taught in selected colleges and universities across the country, and establishment and evaluation of a course in grammar(s) suitable for prospective teachers of secondary English.

Knox College, Galesburg. Carl Eisemann, Howard Wilson.

- I. A study involving the preparation, the use by prospective teachers of English, and the effects upon prospective teachers of English of video tapes and kinescopes made of selected segments of classroom instruction as conducted by prospective and in-service teachers of secondary English and by teachers of secondary English.

Loyola University, Chicago. M. Constantine, S.S.J., John Gerriettes.

- J. A study involving development, teaching, and evaluation of a secondary English methods course, with the major emphasis being on the development of critical thinking skills on the part of prospective English teachers.

Northwestern University, Evanston. Wallace Douglas, Sidney Berquist.

- K. A study involving development and use of a filmed eight session course in the problems and techniques of composition, designed especially for secondary English teachers in service, and evaluation of the course in terms of its effectiveness as an agent of change in the secondary school.

Olivet Nazarene College, Kankakee. Carl S. McClain, Vernon Groves.

- L. A comprehensive study involving close examination of the personal and academic qualifications essential to the successful teaching of the slow learner in high school English, and the structuring or modifying of the curriculum for the preparation of teachers, embodying elements of training found desirable.

Rockford College, Rockford. William Baker, Ronald Podeschi.

- M. A study to develop the skills of prospective English teachers in analyzing, criticizing, and evaluating student writing and to determine the effectiveness of using tape recorders in college freshman English classes as a means of developing those skills.

ILLINOIS

Roosevelt University, Chicago. La Vonne Prasher, Priscilla Purington.

- N. Modification of the programs of students preparing for secondary English teaching to include historical and structural linguistics, and a study of the effects of such a modification upon their performance during both student teaching and full-time in-service teaching.

St. Xavier College, Chicago. Evangelin Bollinger, George McGuire.

- O. A study to develop a classroom observation schedule for use in the evaluation of the English teacher's effectiveness in teaching reading skills appropriate to the secondary school level. (This is a preliminary study in preparation for a more comprehensive one.)

Southern Illinois University, Carbondale. Ellen Grogner, Roy Weshinsky.

- P. A study involving development of an opinionnaire concerned with particular areas of language and analysis of the returns from administering the opinionnaire to prospective English teachers and teachers in service.

University of Illinois, Urbana. J.N. Hook, William Evans.

- Q. A study involving development, administration, and analysis of an examination based on ISCPET's "Qualifications of Secondary School Teachers of English: A Preliminary Statement." (This study will eventually involve all twenty ISCPET institutions.)

Western Illinois University, Macomb. Thomas Filson, Alfred Lindsey, Jr.

- R. A study involving development, teaching, and evaluation of the results of a course for teachers in service, devoted to the practical application of linguistics, of principles of composition, and of various approaches to the teaching of the slow learner. (This course was taught by a team of three professors at three different locations last winter. The results are now being evaluated, and the final report should be ready soon.)

INDIANAElementary and secondary

42. English open to all students: the development of state courses of study in English, speech, journalism.

Indiana University, Bloomington. English Curriculum Study, 1125 Atwater. Edward Jenkinson. USOE, Cummins Engine Foundation, and the Newspaper Fund of The Wall Street Journal support. 1963-1968.

INDIANA

Courses of study are being prepared in English, speech, and journalism for the Indiana State Department of Public Instruction. This is an attempt to find basic concepts in the three major components of English-literature, language, and composition and to order those concepts in sequential programs that employ the inductive approach. Early responses from pilot schools using the materials indicate that the students tend to be performing better in some of the classes using the experimental materials than in classes using regular materials.

Secondary

43. Oral-aural-visual stimuli approach to teaching written composition to 9th grade students.

Ball State University, Muncie. Burris Laboratory School. Anthony Tovatt, Ebert Miller. USOE support. June 1963-Jan. 1967.

This research study proposes to investigate the effect of oral-aural-visual stimuli in the development of communication skills and the methods by which English teachers can take into account the use of such stimuli in teaching these skills to students at varying levels of linguistic competency. The two major hypotheses to be tested are (1) that students taught by oral-aural-visual procedures will achieve greater competencies in oral and written expression than students taught by conventional procedures and (2) that students of different ability levels taught in the same class will make equal achievement gains with the oral-aural-visual stimuli approach.

44. An integrated curriculum in literature, language, and composition for junior high schools.

Purdue University, Lafayette. English Curriculum Center. Arnold Lazarus. USOE and state support. 1964-1967.

A dozen "opus-centered" units are now being developed. These units are being tried out with 1800 seventh graders mostly in northern Indiana (also a few classes in Kentucky and Ohio).

IOWAElementary and secondary

45. The development of a guide for the English language arts, K-12.

State College of Iowa, Cedar Falls. Dept. of Teaching. Howard Vander Beck, Malcolm Price Laboratory School Language Arts Committee. State support. Current, spring 1966.

IOWA

The State College of Iowa Extension Service will make available in the fall of 1966 a guide entitled, "The English Language Arts - Kindergarten through Grade Twelve", designed to be of use to all who are concerned with the upgrading of elementary and secondary English language arts programs. The guide emphasizes the desirable outcomes in reading, writing, listening, and speaking for pupils at all levels.

KENTUCKYElementary

46. A survey of instructional practices in teaching reading in Kentucky schools.

University of Kentucky, Lexington. College of Education. Wallace Ramsey. State and University of Kentucky Research Foundation support. Completed April 1966.

The study was an attempt to determine the nature of certain organizational and instructional practices which might tend to influence the quality of reading instruction. Data from 66 school systems responding to a questionnaire was analyzed to determine the degree to which it was representative of the schools of the area. The systems reported substantial variations in the time devoted to teaching reading at the different grade levels. Some of the findings were that there was a wide variety in the use of informal reading practices and in the use of phonics materials. A total of 78% of the systems reported some kind of experimentation in reading instruction.

47. Variables related to reading achievement.

University of Kentucky, Lexington. College of Education. Wallace Ramsey. State and University of Kentucky Research Foundation support. Completed April 1966.

The study represents an attempt to examine a few variables such as certain teaching procedures, the reading environment in the community, and financial support for all education to determine their influence on the reading status of children in the Kentucky schools. Reading tests results from over one half of Kentucky's school districts were on hand as a result of two previous studies. A questionnaire was composed and additional data was obtained from the publication and files of the State Department of Education. The total body of data was subjected to statistical examination and analysis to determine the degree of influence of the various factors on reading achievement. One of the several factors found to be highly related to superior reading achievement was the level of financial support to schools and especially local financial support.

LOUISIANACollege

48. A graduate program to develop specialists in elementary school language arts.

Louisiana State University, New Orleans. College of Education, Lake Front. Marie Marcus. USOE support. 1966-1970.

The College of Education of LSUNO plans to offer a two year program to eight college graduates specializing in language arts, terminating in a Master of Arts Degree. The eight fellows would study language and language learning, social dialects, children's literature, rhetoric and composition, semantics, and developmental and remedial reading. Opportunity will be provided for the eight fellows to go out into the community to assess the language patterns of elementary school children and consider ways and materials to help these children attain facility with standard English. The project should culminate in some printed materials.

MARYLANDCollege

49. A comparison of two methods for increasing reading speed with the reading accelerator.

University of Maryland, College Park. Reading and Study Skills Laboratory. Martha Maxwell, Arthur Horn. State support. Completed April 1966.

This study was designed to compare two methods of using the reading accelerator to determine whether it is preferable to instruct students to increase their practice speed regularly by large or small increments during a series of practice sessions. Conclusions must be restricted due to a very small sample studied; however, it appears that using pacers to increase reading rate by small steps might not be as valid as encouraging students to advance in larger steps.

50. Writing workshops.

University of Maryland, College Park. Reading and Study Skills Laboratory. Martha Maxwell. State support. Current, spring 1966.

The purpose of these workshops is to help college students to improve their expository writing skills by introducing them to techniques for selecting a topic, for perceiving details, for understanding relationships between ideas, for organizing ideas in the most effective manner and for proofreading, then allowing them to practice these techniques on exercises with model answers.

MASSACHUSETTSElementary

51. Reading achievement in relation to growth in perception of word elements in three types of first grade reading instruction.

Boston University, Boston. Helen Murphy. USOE support.
Sept. 1964-Dec. 31, 1965.

Three problems were included in this study: (1) The relation of perception of word elements to sight vocabulary growth. (2) The effect of early teaching of a speech-based phonics program on reading achievement. (3) The value of a writing emphasis in the speech-based phonics program.

Elementary and secondary

52. English language curriculum study, K-12.

Norwell Public Schools, Norwell. Thomas G. Devine (Boston University, School of Education), Bradford Robinson (Norwell Public Schools).
State and local support. Current, 1966-67.

The English Language Curriculum Study, K-12, of the Norwell Public Schools is designed to (1) explore with elementary and secondary teachers of English new information, concepts, and materials in linguistics; (2) revise the English language arts curriculum; (3) develop and adopt appropriate instructional materials in the study of grammar, dialect, usage, and the history of language for use in elementary and secondary English classes in Norwell. The emphasis in grammar is upon transformational-generative grammar.

Secondary

53. Audio-visual aids for improving English teaching.

Commission on English of the College Entrance Examination Board, Boston. 687 Boylston St. Floyd Rinker, Harold Martin. CEEB support.
Current, spring 1966.

The object of the Commission's kinescope program is to upgrade the teaching of literature, language, and composition to secondary grade. The eleven filmed lectures present techniques for teaching various aspects of English. Some of the films currently available for free loan to educational institutions are: Hallett Smith, "Grammar and Generative Grammar," and Karl V. Teeter, "The 'Speaking Voice' and the Teaching of Composition." Additional films are planned.

MASSACHUSETTS

54. Teaching materials for grades 9-12.

Commission on English of the College Entrance Examination Board, Boston. 687 Boylston St. Floyd Rinker, Leslie Guster. CEEB support. Current, spring 1966.

As part of its program to assist teachers of English in secondary schools, the Commission on English has recently set up a Committee on Curriculum Resources and assigned them the task of preparing a volume of classroom materials for grades 9-12. (Some of the units were revised or rewritten from materials composed at the 1962 summer institutes held by the Commission.) To produce such a book, the proposed units on language, literature, and composition are being tried out and evaluated in many pilot high schools. Pre-testing programs are planned for both spring and fall semesters.

55. Transformational sentence-embedding as a method for accelerating growth of syntactic fluency in the composition of written English.

Harvard University, Cambridge. Graduate School of Education. John C. Mellon. USOE support. Aug. 1965-Sept. 1966.

The objective of this study is to determine empirically whether instruction and problem-solving practice in the sentence-embedding properties of transformational grammar can be expected to accelerate normal rates of growth in the "syntactic fluency" factor of student writing ability. Subjects are approximately 350 seventh graders in twelve classes in the Boston area. Problem-solving activities present the students with sets of kernel sentences given with stipulated transformational directions from which fully-formed complex sentences may be constructed featuring increasing multiplicity and depth of embeddings in patterns typical of those found in mature writing.

MICHIGANElementary

56. The effectiveness of six different approaches to beginning reading.

Detroit Public Schools, Detroit. 5057 Woodward Ave. Mark Mahar. USOE support. Current, spring 1966.

As its primary goal, this thirty month project will help disadvantaged children, attending schools in the inner-city to become successful readers. As its secondary goal, the project will investigate the effectiveness for learning to read through six different reading mediums. Groups of first graders are being taught by developmental approaches using the Ginn Basic Readers, Lippincott Basic Reading Series, Harper and Row Linguistic Science Readers,

MICHIGAN

and the McGraw-Hill Programmed Reading materials. Two groups of first graders are being taught by two sound-symbol approaches, the Pitman i.t.a. and the Whitman-Western unifon.

57. Corktown remedial reading project.

Mercy College of Detroit. 8200 W. Outer Dr. Mary Columba, RSM.
No formal support. Jan. 1966-June 1966.

The pupils receiving instruction in this project were characterized by lack of reading readiness, short attention spans, and poor and dual language patterns. It was felt that the project succeeded in helping the children from grades one and two gain additional confidence in the use of their language and knowledge which would prepare them for a more successful school experience next year.

58. Teaching reading and related language skills in the primary grades.

Oakland University, Rochester. Harry Hahn. USOE support. Second and third grade continuation 1965-67.

This study is intended to examine the relative advantages of two modified language experience programs, one in traditional orthography and the other in i.t.a., together with a basic language arts program in promoting the development of reading and related language arts skills in the primary grades.

Elementary, secondary, and adult education

59. Differences in language and thinking as a function of social class and sub-culture.

Wayne State University, Detroit. Dept. of Psychology. Sandor Brent.
OEO support. Current, spring 1966.

The research will be divided into two stages. Stage I, which will be undertaken in the first year of the two year project, will focus upon the descriptive aspects of the problem. The question of whether differences do exist between lower class Negroes and whites will be investigated with regard to the areas of functioning: (1) the structural characteristics of the language which they employ, and (2) the way in which they utilize certain of the conceptual categories implicit in the structure of standard white English.

MINNESOTAElementary and secondary

60. Audio-visual programs on language.

Minneapolis Public Schools, Minneapolis. 807 Northeast Broadway.
John Maxwell. Local support. Current, spring 1966.

MINNESOTA

A series of programs on language by Rodger Kemp are presently being telecast; these are aimed at 7th grade students. Five telecasts on language "as system" are planned for winter and a comparison of 16 quarter-hour programs on language for 5th and 6th grade students is being done in cooperation with a local radio station.

Secondary

61. A remedial reading center.

Minneapolis Public Schools, Minneapolis. 807 Northeast Broadway. John Maxwell. Local support. Current, spring 1966.

The Minneapolis Public Schools plan to establish 15 audio-active stations in a remedial reading center which will be used to develop and experiment with tapes for dialect differences of 7th grade students as well as for the teaching of reading.

62. An in-service program in linguistics.

Minneapolis Public Schools, Minneapolis. 807 Northeast Broadway. John Maxwell. Local support. Current, spring 1966.

This in-service program proposed to acquaint secondary teachers with linguistic findings. Discussion centered around the films, Language and Linguistics Series, featuring Henry Lee Smith, Jr., and Transformational Grammar Series, featuring Wayne O'Neil.

63. Preparation and evaluation of curricular materials and study guides for grades 7-12.

University of Minnesota, Minneapolis. Curriculum Center. Stanley Kegler, John Maxwell (Minneapolis Public Schools). USOE and state support. 1962-1967.

Secondary units are being tried by approximately 20 teachers who will compare their experiences and evaluate the curricular materials.

MISSOURIAdult education

64. Missouri adult vocational literacy materials development project.

University of Missouri, Columbia. College of Education, 120 Hill Hall. Howard Heding, A. Sterl Artley, Wilbur Ames. USOE support. Current, spring 1966.

The goal of the project is the development of new materials suitable for use with adult illiterates. The i.t.a. medium will be used in

MISSOURI

the beginning stages. Intermediate materials particularly will have strong vocational orientation. Research into interests, motivations, aptitudes of the adult is being conducted by means of interviews and questionnaires.

NEBRASKAElementary

65. A longitudinal study of the syntax and content of children's compositions, grades 2-6.

University of Nebraska, Lincoln. Nebraska Curriculum Development Center, Andrews Hall 208. Paul A. Olson, Sam Sebasta. USOE and Hill Family Foundation support. 1964-1967.

This research will give a preliminary picture of the continuum through which children pass and should also provide a useful evaluation of the elementary teaching units developed by the Nebraska Center and based upon the attitudes toward literature, language, and composition stated in A Curriculum for English. A comparison is being made of control classes numbering 1200 pupils in grades 2 through 6 with approximately 200 experimental pupils in pilot schools using the Nebraska Literature-Composition curriculum. Annual samples of written composition are analyzed, using a syntax instrument and a content analysis instrument. Differential effects are studied according to grade level and control-experimental groups, with background factors considered.

NEW JERSEYElementary

66. A reading improvement program.

Bayonne Public Schools, Bayonne. Roberson School, 17th & Ave. C. Mary Meaney, Jeannette Veatch. OEO support. Feb. 1965-Aug. 1966.

Participating in this program are educationally deprived children, grades 1-4, from 150 public and parochial schools. The program emphasizes the language experience approach and individualized reading.

67. Cooperative primary tests.

Educational Testing Service, Princeton. Scarvia Anderson. Local support. Current, spring 1966.

NEW JERSEY

Two forms of tests in reading, writing skills, word analysis, and listening for grades 1, 2 and 3 have been developed and are now in the process of being normed and equated. These are untimed group tests (35-40 minutes each) which have been pretested and subjected to review by advisory groups.

68. A comparison of three methods of reading instruction.

Rutgers-The State University, New Brunswick. Reading Center, 10 Seminary Place. Edward Fry, Martin Kling, Lee Mountain. USOE support. Sept. 1964-Dec. 1966.

This project is a comparison of a diacritical marking system, i.t.a., and a basal reading system using traditional orthography. School populations in the New Jersey system are being used for samples.

Elementary and secondary

69. Linguistics study project.

New Jersey State Department of Education, Trenton. Division of Curriculum and Instruction, 225 West State St. Eleanor Johnson, Albert Markwardt (Princeton University). State support. Feb. 1966-May 1966.

The project was designed to offer an opportunity for an objective study of linguistics as it affects elementary and secondary education. A series of seven sessions on Linguistics and Its Effect on the Curriculum were held in the State Department of Education building. The participants consisted of a group of approximately fifty persons representing elementary and secondary schools in each county as well as representatives from each of the state colleges and Rutgers University. A directory of participants can be obtained from the State Department. Topics of the seven sessions were: Introduction to Linguistics; Usage: Varieties and Styles of English; Usage: Determining the Facts; The Use of Source Materials; Linguistics and the Teaching of Composition; Linguistics, Reading and Spelling; Linguistics and Literature; and The Place of Language Study in the Curriculum. All presentations were taped and duplicate tapes made available to local districts.

NEW YORKElementary

70. Comparing reading approaches in first grade teaching with disadvantaged children.

City University of New York, New York. Division of Teacher Education, 535 East 80th St. Albert Harris, Blanche Serwer. USOE, some state and local support.

NEW YORK

The City University and the Board of Education of the City of New York are both exceedingly interested in raising the reading achievement of disadvantaged children, particularly of the large number of Negro children who are concentrated in certain geographic areas of New York. The CRAFT project was designed to compare the relative effectiveness of two major approaches of teaching reading to disadvantaged urban children: (1) the skills-centered approach, and (2) the language experience approach. Each of these was tried with two variations, making four treatment methods in all.

71. The relation between selected reading readiness measures and acquisition of sight vocabulary in low socio-economic urban first grade Negro children.

City University of New York, New York. Division of Teacher Education. 535 East Eightieth St. *Blanche Serwer. No formal support. Completed March 1966.

The purpose of this study was to investigate the relation, in urban, disadvantaged Negro first grade children, between five measures of reading readiness and a simultaneous measure of the initial task in the reading process as currently taught in a preponderant number of schools in the nation, i.e., sight word acquisition.

72. Effect of a special program in literature on the vocabulary and reading achievement of second grade children in special service schools.

New York University. Bank Street College, 69 Bank St. *Dorothy Cohen. USOE support. Oct. 1966-Oct. 1966.

The objective of this study was to increase language learning among socially disadvantaged children by exposing them daily to story reading by their teachers. Books were chosen for their comprehensibility and emotional appeal to the age group regardless of class or ethnic variation. Fifty books, validated according to specified criteria by four judges familiar with children's literature and with disadvantaged children, were placed in each experimental classroom for daily reading by the teacher and browsing with the children. It was assumed that such exposure of a pleasurable character would increase the desire to read to the point where the combined growth in language power and the heightened motivation to read would result in measurable increase in vocabulary and reading achievement.

73. A study in depth of first grade reading.

City University of New York, New York. City College. Convent Ave. & 135th St. Jeanne Chall, Shirley Feldman. USOE support. July 1964-Jan. 1966.

*Work performed as a part of the requirements for an advanced degree.

NEW YORK

The study was a preliminary investigation of teachers' perceptions of reading methods and practices as compared to their practices in the classroom, all as related to the children's reading achievement. Ratings of teacher characteristics and practices were made through classroom observation; their effect on the children's reading achievement was obtained. It was found that (taking into account initial pupil skill differences) teacher characteristics such as that of using a sound-symbol approach to reading, using a thinking approach to learning, and maintaining the appropriate difficulty level of the reading content were positively related to end-of-year reading achievement.

74. A project to determine optimal grouping for children with learning problems.

City University of New York, New York. Hunter College, Educational Clinic, 695 Lexington Ave. Janet Lieberman. No formal support. Current, spring 1966.

The objectives of this action research program are to explore the optimal educational grouping for children with learning problems and to develop special curriculum materials for teaching these children.

75. The effects of various approaches to beginning reading for disadvantaged children.

Columbia University, New York. Teachers College, Dept. of Psychology. Miriam Goldberg. Center for Urban Education support. Current, spring 1966.

The purpose of this study is to seek some clarification on several issues regarding as especially germane to the reading achievement of disadvantaged children. The study will address itself to the following general questions: (1) Does the point at which former reading instruction is introduced have any effect on pupil achievement? (2) To what extent does the meaningfulness of the content through which reading is taught affect pupil achievement? (3) To what extent does regularizing the English language facilitate learning to read? (4) What is the relationship between the child's perceptual, language, and conceptual development and his success in reading under the several approaches to be studied (i.e., with the use of basal readers, i.t.a. materials, and materials using regular spelling patterns).

76. First grade project in cognitive development.

Educational Testing Service, New York. Richard Melton. Local support. Current, spring 1966.

Curricular materials, including evaluation tasks, are in use, concerned with oral language, imagination, logical reasoning, and other aspects.

NEW YORK

Teachers are encouraged to assess pupil progress in terms of the tasks with which they are successful, and to keep adequate individual observation records of various aspects of cognitive development. The study has involved the discovery of effective materials and satisfactory criterion tasks; thus the curriculum is developed.

77. A pilot study of the audient approach to reading instruction.

State University College, Cortland. Reading Research Service.
Iver L. Moe. No formal support. Current, spring 1966.

The main aim of this research is that of developing a multimodel presentation of reading material used for beginning and/or corrective reading instruction involving utilization of a carousel console in association with programmed tapes and slides. The project will develop and test this apparatus while using the audient approach to reading instruction.

Elementary and secondary

78. A pilot project for testing linguistically oriented materials in the teaching of writing in New York City schools.

Columbia University, New York. Teachers College, 525 W. 120th St.
Robert L. Allen, Edward Ouchi, Doris Stotts. Center for Urban Education, OEO, and USOE support. Sept. 1966-June 1967.

This pilot study is intended to collect information that will facilitate the designing of an anticipated four year experimental study to test the effectiveness of the use of linguistically oriented materials in improving student writing. The materials to be used are based on a kind of tagmemic grammar of English called "Sector Analysis" which was developed by Robert L. Allen. The purpose of the pilot study is (1) to ascertain how much preparation a teacher will need to use these materials in grades 4, 7, and 9; (2) to determine whether these materials seem to be useful with educationally disadvantaged as well as non-disadvantaged students; (3) to establish what factors, such as attrition rates, will need to be considered in designing the longer experimental project; and (4) to get an indication as to the feasibility of computerizing the sector analysis of student writing. Twenty-four teachers in 13 schools in New York City will participate in the project. Samples of student writing will be examined periodically and randomly sector analyzed.

Secondary

79. The Oswego Summer Workshop in English.

State University College, Oswego. Dept. of English. John Fisher.
Oswego County English Teachers' Association support. Aug. 1966.

NEW YORK

The Workshop is designed to help New York State's junior and senior high school teachers of English become familiar with recent research and trends in language and composition, and with their applications to the newly revised English syllabus.

NORTH CAROLINA

Elementary

80. A project using i.t.a.

Lucille Hunter School, Raleigh. 1018 East Davie St. W.W. Hurdle.
Support ? Current, spring 1966.

This is a school-based comparative experiment using i.t.a. materials with the experimental group.

Secondary

81. A reading improvement project.

Columbus County Schools, Whiteville. Vearl McBride (Methodist College, Fayetteville). USOE and local support. Current, spring 1966.

Some 280 teachers from fifteen schools within the county are being trained to participate in this project. The method of instruction used was one developed by Vearl McBride.

OHIO

Elementary and secondary

82. Project LIFE: language instruction to facilitate education for the deaf.

Ohio State University, Columbus. Dept. of Speech and University Research Foundation. NEA support. Aug. 1964-Aug. 1966.

The objectives of the project have been to teach concepts, spiraling from the simple to the complex and the concrete to the abstract; to increase the quantity and rate of vocabulary learning; and to improve receptive language (through reading) and expressive language (through writing) with specific emphases on syntax, function words, and thinking skills.

Adult education

83. Self-administered procedures in speech and hearing.

Ohio State University, Columbus. Dept. of Speech and University Research Foundation. John W. Black. NIH support. May 1962-Apr. 1967.

OHIO

The objectives of this project have been to (1) provide motivation for individuals to improve their effective speech, and (2) to develop programs of testing and training materials that will enable the experimental subject to achieve his goals. The self-administered intelligibility testing-training unit (SAITTU) designed and constructed locally continues to be a profitable piece of equipment for the improvement of speech.

OREGONSecondary

84. Cross-grade thematic approach to instruction in English - separate English campus.

Ashland Senior High School, Ashland. School District #5, 1087 Iowa Street. Margaret B. Zwick, Gaylord Smith. Local and state support. 1964-1967.

In this three-year curriculum, grade levels are dispensed with entirely. Grouping is made around ability levels, with ability groupings changing for different types of activities, sometimes homogeneously and sometimes heterogeneously. The curriculum combines a form of team teaching with a thematic approach to literature. The broad outlines of the year's work are drawn up in a five-week summer workshop by the entire English staff, the high school principal, the superintendent and his assistant, and a consultant.

85. Instruction in basic communication skills.

Klamath Union High School District, Klamath Falls. Louis Corrigan. USOE support. Current, spring 1966.

This project seeks to improve the reading skills of educationally deprived children in specific skills in grades 9-12 at the Sacred Heart Academy and grades 12-12 at the Klamath Union High School, as well as to establish a summer program for those educationally deprived students who cannot participate during the school year and to establish an evening program for dropouts. A reading laboratory and library will be part of the available facilities. Reading personnel will use the latest scientific equipment including the reading eye camera, tachistoscope, and accelerated reader.

86. A pilot program in non-graded English.

Phoenix High School, Phoenix. Arthur Kapteyn. Local support. Current, spring 1966.

The curriculum to implement this program was developed by the teachers of Language Arts at Phoenix High School. Themes were selected and

OREGON

literature difficult enough to challenge the student but not too difficult to master was chosen for each unit. A suggested course of study covering the entire school year was developed around these units. Each year the new curricula must be developed by the teacher since students are re-tested and re-classified at the end of the year's work.

87. An integrated course of study in language, rhetoric, and literature.

University of Oregon, Eugene. Curriculum Study Center. Albert Kitzhaber. USOE and state support. 1962-1967.

The Curriculum Study Center has engaged in the development of the experimental curriculum described above. The language curriculum includes a variety of linguistic information, but the bulk of it consists of the study of transformational grammar, which is extended through all six years. The school systems of Eugene, Springfield, Bethel, Coos Bay, Beaverton, Lake Oswego, and Seattle (Washington) are cooperating.

88. Theme correction project.

Woodrow Wilson High School, Portland. 1151 S.W. Vermont St. Eugene Neubauer. Ford Foundation support. Current, spring 1966.

The basic purpose of this project, administered through the state as the Oregon Program, is that of providing depth commentary on students' written work. Teachers dictate their comments on tape (using a stenorette) and this dictation is then transcribed by a secretary, who attaches typed remarks to the students' work.

PENNSYLVANIAPreschool

89. An experimental nursery school program.

Philadelphia School District, Philadelphia. 21st and Parkway. Gabrielle Faddis (Temple University). Local funds. Current, Spring 1966.

Those involved in this program will explore and experiment with new materials and equipment to help disadvantaged children develop basic skills needed prior to entering formal schooling periods.

Elementary

90. Comparing methods in teaching first grade reading.

Lehigh University, Bethlehem. Initial Teaching Alphabet Studies Center, 230 West Packer Ave. Albert J. Mazurkiewicz. USOE support. Sept. 1963-Aug. 1966.

PENNSYLVANIA

A comparison of i.t.a. and the traditional orthography in reading, writing, and spelling when methodology is controlled. The basic program is a language-experience approach using multi-basal material with wide supplementary reading. Each school population is supervised, one supervisor for 15 teachers. Control of Hawthorne factors is attempted by using experimental programs for both groups. Variables, such as teacher experience, curriculum, etc., are controlled. Studies are conducted at 3, 6, and 9 month intervals, as well as at the one, two and three year points in instruction.

Secondary

91. Identification and measurement of reading comprehension skills of high school students.

University of Pennsylvania, Philadelphia. Graduate School of Education. Frederick Davis. USOE support. Sept. 1965-Jan. 1967.

The main objective of this study is to determine by appropriate experimental techniques the percentage of unique variance in carefully constructed measures of seven operational skills judged by authorities to be important in comprehension in secondary school reading and found by experiment to exist independently. Hence this study concentrates on the more subtle skills involved in secondary school adult reading and by its design hopes to adequately determine precisely the extent to which these subtle skills are made up of unique variance.

SOUTH CAROLINASecondary

92. A reading project using SRA materials.

Columbia Public Schools, Columbia. C.A. Johnson High School. Charlie Williams, C.J. Johnson, Jr. Local support. Recently completed.

Both the Science Research Associates Reading Laboratory and Reading in High Gear were used. According to the tests given at the beginning and at the end of the program, students reading levels were raised higher using the Reading Laboratory.

TENNESSEEElementary

93. The Peabody-Chicago-Detroit reading project (efficacy of several approaches for teaching reading to the educable mentally retarded).

TENNESSEE

George Peabody College for Teachers, Nashville, Box 163. Richard Woodcock, Lloyd Dunn. USOE support. June 1964-May 1967.

The purpose of this project is to evaluate, under controlled conditions, six different approaches for teaching reading to educable mentally retarded children: (1) the language-experience approach using t.o., (2) the basal reader approach using t.o., (3) the programmed text using t.o., (4) the language-experience using i.t.a., (5) the basal reader approach using i.t.a., and (6) an experimental reader approach using rebus symbols. Two aspects of the instructional program will be common to all approaches. First, there will be an extensive program of supplementary reading. Second, the Peabody Language Development Kit will be furnished each experimental teacher. The demonstration phase began in Sept. 1965 and will continue until the completion of the study.

TEXASSecondary

94. An integrated curriculum in English, grades 7-12.

San Antonio Independent School District, San Antonio. 141 La Vaca. Lydia Goforth. Local support. Spring 1966-Spring 1969.

A study guide is to be developed incorporating transformational grammar and new trends in the teaching of literature and composition for all students (7-12) who are included in modified, average, and accelerated groups. It will be an integrated course of study in language, rhetoric, and literature. Units are presently being prepared for pilot study.

UTAHElementary

95. A study to compare the effectiveness of programmed learning for beginning reading with that of the basal reading program.

Alpine School District, American Fork. 50 N. Center. Beth Driggs, Clifton Moffitt (State Dept. of Edu., Salt Lake City). Local and state support. Current, spring 1966.

Five sections of first grade are being taught with programmed reading materials (McGraw-Hill) and will be compared with five sections being taught with basal readers (Scott-Foresman). All students in both the experimental (programmed learning) group and the control group were tested earlier in the year with both the

UTAH

Metropolitan and the SRA Mental Abilities test. The tests will determine pupil progress under both programs in the areas of word reading, paragraph meaning, vocabulary, spelling, word study skills and arithmetic.

Elementary and secondary

96. General tutorial procedures: reading and writing groups combined.

Coche County School District and Logan City School District, Logan City. Logan Junior High School, 875 2nd East St. Dee Nuhn. USOE support. Current, spring 1966.

This project will establish a model tutorial program for under-achievers in reading and writing in the 4th, 7th, and 10th grades of the two school districts. Tutors will be selected from qualified community people, senior college students at the University of Utah, and teaching staffs of the school districts. The program's major instructional objective is to improve the reading and writing performance of students not achieving up-to-potential.

VERMONTElementary and secondary

97. Development of a cooperative remedial reading program for the Berlin, Northfield, and Roxbury School Districts.

Washington South Supervisory Union District, Northfield. 31 Vine St. Nelson Megna. USOE support. Spring 1966--.

Some of the objectives of the program are: (1) to identify students with reading problems which require remedial instruction through a comprehensive program of achievement and ability testing, (2) to determine specific reading disabilities through the use of diagnostic reading tests, (3) to develop and undertake instructional activities of a remedial nature designed to correct reading disabilities, and (4) to develop instructional activities for use by classroom teachers to reinforce instruction provided by remedial reading teachers.

WISCONSINElementary and secondary

98. Wisconsin English-language arts curriculum project, k-12.

Wisconsin Department of Public Instruction, Madison. 112 N. Henry St. Robert Pooley, Leonard Kosinski. USOE and state support. 1963-1967.

WISCONSIN

Two publications of this center are now in print Teaching Literature in Wisconsin and Teaching Speaking and Writing in Wisconsin. Currently, there is an effort to bring the teachers of the entire state to the understanding of a linguistic approach to the teaching of English and to write a curriculum presenting an entirely new pattern of teaching English grammar in the Wisconsin schools. The first draft of a curriculum in language and grammar will be written in the summer of 1966.

TOPICAL INDEX

ANALYSIS:

- of content 11, 34, 65
- of language structure 7, 17, 65
- of phoneme-grapheme correspondences 7, 35

APPROACHES TO INSTRUCTION:

- in English composition 43, 50, 55
- in language arts:
 - general 6, 58, 76
 - for the disadvantaged 5, 20, 37, 38
 - for slow learners 74
 - for non-standard speakers 15
- in reading:
 - general 7, 14, 18, 40, 46, 51, 58, 68, 72, 73, 77, 80, 81, 90, 95
 - for the disadvantaged 32, 56, 66, 70, 72, 75
 - for the educable mentally retarded 93
 - for slow learners 13

Audio-visual aids 4, 41I, 41R, 53, 60, 77, 85

Basic skills 23, 30, 32, 33, 85, 89, 96

Curricular innovation 1, 8, 19, 52, 69, 82, 84, 85, 86, 88, 94

Curriculum Study Centers 31, 41, 42, 44, 63, 65, 87, 98

Educational laboratory 9, 21

Enrichment program 20, 25, 32, 33, 39, 66, 85, 96

First Grade Reading Projects 7, 18, 51, 58, 68, 70, 73, 90

In-service training 3, 4, 10, 41K, 41R, 62, 69, 79

MATERIALS:

- development 10, 12, 19, 24, 45, 52, 54, 74, 86, 94
- evaluation 89, 22A-G, 49, 92, 93
- implications for improvement of 7, 8, 11, 13, 17, 18, 25, 35, 36, 40, 43, 46, 51, 55, 56, 58, 59, 65, 68, 70, 71, 73, 74, 75, 76, 78, 82, 83, 90, 91, 95

READING:

- achievement 27, 28, 47
- readiness 71
- remedial 39, 57, 61, 97
- skills 40, 91

Surveys 16, 30, 41D, 41G, 41P, 46

Teacher training 24, 26, 41A-R, 48

TESTS:

- general 34
- development 36, 41Q, 67